



## Teaching Guide

Identifying Data					2021/22
<b>Subject (*)</b>	Tutoring and Careers Guidance		<b>Code</b>	652601002	
<b>Study programme</b>	1 Mestrado Universitario de Profesorado de Educación Secundaria: Ciencias Experimentais				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	First	Obligatory	2	
<b>Language</b>	Spanish				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
<b>Coordinador</b>	Rebollo Quintela, Nuria	<b>E-mail</b>	nuria.rebollo@udc.es		
<b>Lecturers</b>	Pérez Crego, María Cristina Rebollo Quintela, Nuria Rodicio Garcia, Maria Luisa	<b>E-mail</b>	crisrina.pcrego@udc.es nuria.rebollo@udc.es m.rodicio@udc.es		
<b>Web</b>	<a href="https://guiadocente.udc.es/docencia/professor/">https://guiadocente.udc.es/docencia/professor/</a>				
<b>General description</b>	This subject addresses the origin and principles of guidance and mentoring, as well as the functions and tutorial activities to be performed, together with the specific situations of tutoring. It also offers mechanisms and strategies for the planning of the tutorial action.				
<b>Contingency plan</b>	<ol style="list-style-type: none"> <li>1. Modifications to the contents</li> <li>2. Methodologies <ul style="list-style-type: none"> <li>*Teaching methodologies that are maintained</li> <li>*Teaching methodologies that are modified</li> </ul> </li> <li>3. Mechanisms for personalized attention to students</li> <li>4. Modifications in the evaluation <ul style="list-style-type: none"> <li>*Evaluation observations:</li> </ul> </li> <li>5. Modifications to the bibliography or webgraphy</li> </ol>				

## Study programme competences / results

Code	Study programme competences / results
A5	(CE-G5)Coñecer os procesos de interacción e comunicación no aula e no centro, abordar e resolver posibles problemas
A7	(CE-G7)Coñecer e aplicar recursos e estratexias de información, tutoría e orientación académica e profesional
A9	(CE-G9)Participar na definición do proxecto educativo e nas actividades xerais do centro atendendo a criterios de mellora da calidade, atención á diversidade, prevención de problemas de aprendizaxe e convivencia
A10	(CE-G10)Relacionar a educación co medio e comprender a función educadora da familia e a comunidade, tanto na adquisición de competencias e aprendizaxe como na educación no respecto dos dereitos e liberdades, na igualdade de dereitos e oportunidades entre homes e mulleres e na igualdade de trato e non discriminación das persoas con discapacidade.
A12	(CE-G12)Adquirir habilidades sociais na relación e orientación familiar
A26	(CE-E12)Analizar críticamente o desempeño da docencia, das boas prácticas e da orientación utilizando indicadores de calidade.
A30	(CE-E16) Coñecer os procesos e recursos para a prevención de problemas de aprendizaxe e convivencia (OE).
A34	(CE-P3) Dominar as destrezas e as habilidades sociais necesarias para fomentar un clima que facilite a aprendizaxe e a convivencia.
A37	(CE-P6) Exercitarse na avaliación psicopedagóxica, o asesoramento a outros profesionais da educación, aos estudantes e ás familias (OE)



C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Distinguish and apply the different resources and strategies for the tutorial action.	AJ5 AJ7 AJ9 AJ12 AJ26 AJ30 AJ34		CC1 CC3 CC4 CC7
Transfer the knowledge, technology and information available to solve the problems they have to face, apply the ethical principles to the professional and personal practice	AJ26 AJ34		CC1 CC3 CC4 CC7
Participate in the design, implementation, monitoring and evaluation of the tutorial action plan (PAT) of the center, put into practice the social competences to work in teams and overcome the difficulties.	AJ7 AJ9 AJ34		CC1 CC3 CC4 CC7
List the functions of the tutor in relation to the students, families and the rest of the teaching staff and analyze what this involve.	AJ5 AJ10 AJ37		CC1 CC4 CC7
Define guidance and tutorial action and their relationships. Describe and identify the Galician institutional model of guidance.	AJ5 AJ9 AJ10 AJ37		CC1 CC3 CC7

Contents	
Topic	Sub-topic
Tutorial action and guidance	Conceptual approach and relationships
Galician institutional model of guidance	Organizational and functional aspects of guidance services
Functions and activities of the tutor	* With students * With families * With partners
Planning the tutorial action	The Tutoring Action Plan ( PAT)
Tutoring in specific situations	* In the training module in work centers. * In the initial professional qualification programs. * In curricular diversification programs

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours



Document analysis	A5 A30 A37	1	8	9
Student portfolio	A5 A7 A9 A10 A26 C1 C3 C4 C7	1	11	12
Mixed objective/subjective test	A5 A7 A9 A10 A30 A34 A37	1	5	6
Simulation	A7 A12 A34 A37 C1 C3 C4 C7	2	5	7
Guest lecture / keynote speech	A5 A7 A9 A10 A30 A34 C4	3	0	3
Collaborative learning	A7 C1 C3 C4	5	7	12
Personalized attention		1	0	1

(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Document analysis	Methodological technique that involves the use of audiovisual and / or bibliographic documents (fragments of documentary reports or films, current news, graphic panels, photographs, biographies, articles, legislative texts, etc.) relevant to the subject matter with activities specifically designed for the analysis of them. It can be used as a general introduction to a topic, as an instrument for the application of case studies, for the explanation of processes that can not be observed directly, for the presentation of complex situations or as a synthesis of contents of a theoretical or practical nature.
Student portfolio	It is a folder or filing cabinet ordered by sections, duly identified or labeled, that contains the records or materials resulting from the learning activities carried out by the student over a period of time, with the comments and grades assigned by the teacher, which makes it possible to visualize the student's progress The portfolio includes everything the student does, such as: notes or class notes, research papers, work guides and their development, comments on notes, summaries, written tests, self-assessments, tasks developed, comments on student progress performed by the teacher, etc.
Mixed objective/subjective test	Test that integrates questions type of test and questions type of objective tests. As for essay questions, it gathers open questions of development. In addition, as objective questions, you can combine multiple-choice, ordering, brief response, discrimination, completion, and / or association questions.
Simulation	Intervention inherent to teaching-learning processes based on verbal exposure through which students and teachers interact in an orderly manner, exposing issues, making clarifications and exposing issues, works, concepts, facts or principles dynamically.
Guest lecture / keynote speech	Oral presentation complemented with the use of audiovisual media and oral introduction of some questions addressed to students, in order to transmit knowledge and facilitate learning. The master class is also known as lecture, "expository method" or "master class". This last modality is usually reserved to a special type of lesson given by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a way of transmitting the information to the audience.
Collaborative learning	Set of teaching-learning procedures guided in person and / or supported by information and communication technologies, which are based on the organization of the class into small groups in which students work together to solve tasks assigned by teachers to optimize their own learning and that of the other members of the group.

Personalized attention	
Methodologies	Description
Student portfolio	It will require a personal tracking of the work done in the portfolio, which will be a key item in the final evaluation. Likewise, work will be done directly with the small groups that are formed to develop the proposed works
Simulation	

Assessment
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Methodologies	Competencies / Results	Description	Qualification
Student portfolio	A5 A7 A9 A10 A26 C1 C3 C4 C7	In the portfolio will be collected the activity carried out in the interactive sessions, its evaluation; as well as the reflections generated in the group.	40
Mixed objective/subjective test	A5 A7 A9 A10 A30 A34 A37	Itl will consist of multiple choice questions (50% of the score) and short answer questions (50% of the score)	40
Simulation	A7 A12 A34 A37 C1 C3 C4 C7	It will consist in the presentation of the suggested work.	20

### Assessment comments

In order for the students to be evaluated according to the previous planning, they must have an attendance to the classes of 80%. To pass the subject they must pass the mixed test and the group portfolio. In the portfolio the evaluation can be different for each member of the group, subject to the degree of involvement shown by each person. In the oral presentation, all the members of the group must participate in order to be evaluated. In case of not approving one of them, the final grade of the subject will be a maximum of 4 points (corresponding to a 10 in the portfolio). THE STUDENT WHO ATTENDS LESS THAN 80% OF THE CLASSES, must take a theoretical-practical examination that will be 100% of the final grade.

### Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Anaya Nieto, D. y Suárez Riveiro, J.M. (2010). Evaluación de la satisfacción del profesorado. REOP, 21 (2), 283-294</li> <li>- Blanchard Giménez, M. (1997). Plan de acción tutorial en la E.S.O.. Madrid. Narcea</li> <li>- Comellas, M.J (2002). Las competencias del profesorado para la acción tutorial. Barcelona: Praxis</li> <li>- González-Benito, A. y Vélaz-de-Medrano, C. (Ed.) (2014). La acción tutorial en el sistema escolar. Madrid: UNED</li> <li>- Grañeras, M. y Parras, A. (2008). Orientación Educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas.. Madrid: CIDE</li> <li>- Martín, E. y Mauri, T. (Coords.) (2011). Orientación Educativa. Atención a la diversidad y educación I. . Barcelona: Graó</li> <li>- Martín, E. y Onrubia, J.(Coords.) (2011). Orientación educativa: procesos de innovación y mejora de la enseñanza. Barcelona: Graó</li> <li>- Martín, E. y Solé, I. (Coords.) (2011). (2011). Orientación Educativa. Modelos y estrategias de intervención.. Barcelona: Graó</li> <li>- Monge Crespo, C. (2009). Tutoría y orientación educativa. Madrid:Wolters Kluwer</li> <li>- Repetto Talavera, E. (2001). Tu futuro Profesional.(Una planificación de la Tutoría para cada etapa educativa de 10-18 años.). Ed CEPE. Libro del Profesor y Libro dek alumno.</li> <li>- Rodicio García, M.L. (2009). La función tutorial y la formación profesional en las instituciones laborales.. Madrid: Biblioteca Nueva</li> <li>- Rodicio García, M.L. (2012). Diseño y evaluación de programas de orientación educativa.. Madrid: Biblioteca Nueva</li> <li>- Sobrado, L., Fernández, E. y Rodicio, M.L. (2012). Orientación Educativa. Nuevas perspectivas.. Madrid: Biblioteca Nueva</li> <li>- Uruñuela, P.M. (2016). Trabajar la convivencia en los centros educativos. Una mirada al bosque de la convivencia. Madrid: Narcea</li> </ul>
<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Santana, L. E. e Feliciano, L. A. (2006). La construcción de la acción tutorial desde las coordenadas de la investigación colaborativa. Revista de Educación, 340, 943-971.</li> <li>Santana, L. E. e Feliciano, L. A. (2006). La construcción de la acción tutorial desde las coordenadas de la investigación colaborativa. Revista de Educación, 340, 943-971.</li> </ul>



## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

## Other comments

It is recommended to send the works telematically and if not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts. It must make a sustainable use of resources and the prevention of negative impacts on the natural environment. The importance of ethical principles related to the values ??of sustainability in personal and professional behavior must be taken into account

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.